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ABSTRACT

This document presents Foothill-De Anza Community College District's educational master plan. This report begins with the district's mission statement and is divided into five parts. "Preface: The Last Decade" looks at what occurred at Foothill-De Anza Community College District from 1988-98. "Plan Overview" outlines the purpose of the Educational Master Plan and describes the planning process at Foothill-De Anza as a simultaneously top-down and bottom-up process. "The External Environment and Its Implications" examines what is impacting the district now and into the future. It also describes the seven planning premises: dynamic demography, major social change, Silicon Valley, intense pressure for workforce development, increasing competition and cooperation, enhancement of fiscal resources, and new initiatives in state leadership. "Major Themes, Needs, and Directions" highlights student access, student success, infrastructure/physical plant, institutional organization, community and communication, budget, enrollment management and fiscal stability, technology, diversity, and human resources. "Fulfilling Our Vision" concludes with a message from the chancellor and a summary of priorities, goals, and strategies to preserve the district's reputation for excellence and its human, physical, and fiscal resources, and to advance its student access and success. (VWC)

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FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

2005

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Planning for the New Millennium

Spring 1999

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Educational Master Plan

The Mission

of the Foothill-De Anza Community College District

The Foothill-De Anza Community College District, responding to community needs, exists to provide high quality educational opportunities that promote development of individual abilities and enhance the quality of community life. The Board of Trustees pursues this mission through the programs and services of two comprehensive community colleges supported by a central services organization.

Our Values:

1. Foothill-De Anza Community College District is an organization of people for people, whose purpose is to serve students by:

   - transmitting knowledge
   - developing human potential and creativity
   - cultivating responsible citizenship
   - promoting excellence in individuals and groups
   - supplying educational resources, both faculties and facilities
   - recognizing the ethnic diversity of its communities and student groups
   - fostering intercultural and international understanding.

2. Foothill-De Anza must provide quality educational opportunities which are equitable, effective, efficient and convenient.

3. Recognizing all people possess worth as individuals, Foothill-De Anza will not compromise the dignity of anyone.

4. Every individual representing Foothill-De Anza is to contribute to fulfilling the District's stated mission and to act at all times in ways that reflect positively upon the District.

5. Students are here to learn and contribute actively to the educational process.

6. The unique identities of the Colleges contribute to fulfilling the District's mission.

7. Foothill-De Anza must be operated on a fiscally sound basis without compromising its basic mission.

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PART I. Preface

The Last Decade

Foothill-De Anza 1988-98

In 1987 the Foothill-De Anza Community College District community celebrated with great pride the District's 30th anniversary. The district was one of the preeminent community college districts in the nation. Having successfully recovered from the financial problems caused by the passage of Proposition 13, the district was receiving abundant funding from the state. Two of the earliest employees of the District were then presidents of the two colleges: Bob DeHart was the first and only president of De Anza and Tom Clements was in his fifth year at Foothill. Tom Fryer was in his 10th year as chancellor and was a respected national leader in community colleges. The Board of Trustees was stable: most of them had served on the Board for over ten years.

But changes were in the wind. In 1987 tuition was imposed for the first time in California Community Colleges. The legislation on matriculation that same year was the first to tie funding and accountability. In 1988 the landmark legislation AB 1725, the Community College Reform Act, was signed by then Governor Deukmejian. It funded the hiring of new full-time faculty in the District for the first time in many years and institutionalized shared governance, a practice already in use at Foothill-De Anza and exemplified by the Budget and Policy Development Group (BPDG). Funding for instructional improvement, staff development, and diversity was available, and along with funding came new mandates.

Enrollment was at its highest ever: in the Fall of 1989 De Anza's enrollment hit a record 27,138. Foothill hit its highest enrollment in the Fall of 1990 with 20,029 students enrolled. We believed plenty of money was available from a variety of sources. The decision was made to build a parking garage at De Anza to handle the cars of all those students.

The Loma Prieta earthquake of 1989 shook us up, but perhaps even more so the technological revolution abruptly changed the way we worked, how we taught, how our students learned, and how we communicated with one another.

1990 was a difficult time in BPDG. We wondered aloud why we could agree on things together when money was short, and had more difficulty agreeing on allocations when money was abundant. The bargaining units wanted 8 1/2% in salary increases. Assured that money was available, the Board agreed to 8%.

In April of 1991 a serious financial problem came to our attention and steps were quickly taken to avert disaster. After an exhaustive study, Coopers & Lybrand, the audit firm hired by the Board to determine what happened, issued a 140 page report that included the factors contributing to the crisis. In retrospect perhaps the most important was the finding that "the District's reputation and self-image...would not let the management and staff admit that a financial crisis was developing within the District. Additionally, the report indicated that the BPDG had contributed to the crisis:

> "... the BPDG has evolved over time to replace, rather than supplement, the management structure of the District. As a consequence, the lines of authority and accountability in the District were dissipated...the weakening of the traditional management structure and lines of communication within the District has contributed to the seventeen-month delay in recognizing, communicating, and responding to the District's unfolding financial crisis."

By April 26 the Director of Business Services had left and in September a new director, Jim Keller, was hired in the position. In November of 1991 a new majority was elected to the Board. In June of 1992 Chancellor Tom Fryer retired and Don Perata was named acting chancellor. In November of 1993 two more new Board members were elected. Budgets

PART I. Preface

The Last Decade

were cut, golden handshakes offered and positions were eliminated.

It is difficult to overstate the profound cultural and psychological change that these events had on the District. Everything we believed about ourselves we now had to question. Had we ever been as good as we thought we were? Who was to blame? Who was innocent? Whom could we trust? We hardly knew our new leaders. Bob DeHart passed away in 1993.

In the midst of this internal upheaval the state imposed a differential fee for students who already had degrees. Because both the colleges had many students in this category, enrollment dropped significantly. Some believe that the real crisis of the 1990's was not the financial crisis but the enrollment crisis. The state's recession began along with a downturn in the Silicon Valley economy.

But gradually the situation began to improve. Martha Kanter was hired in 1993 as president of De Anza. Bernadine Fong became president of Foothill after Tom Clements' retirement in 1994. In 1995 Chancellor Leo Chavez was hired. The Board of Trustees became more familiar to us and we to them. After a very difficult period in labor relations there now seems to be new commitment to find better ways to work together. Differential fees went away, enrollment climbed again (although the earlier peaks have still not been reached.) The economy of the state has improved and we are once again seeing improved funding. Partnership for Excellence funding that began in 1998-99 provides new opportunities for program improvement along with new standards and goals to be met. In allocating these funds we have focused our efforts on improving the success of our underrepresented students, particularly African-American and Hispanic, in order to eliminate the performance gaps between those students and others. Our student demographics show declining levels of preparation, necessitating changes in the instructional and student services programs.

The challenges we faced in the early 1990's have left their mark on us. We will never be quite the same, but it has meant positive changes. We understand better now how to prepare for unplanned events, how to make change less threatening, and how to communicate more effectively. We have employed those lessons as we developed the colleges' and the District's Educational Master Plans.

PART II. Plan Overview

Purpose

The Educational Master Plan is designed to provide direction to the district and the colleges as we enter the new millennium. The ultimate outcome of planning is to determine the actions necessary to create district and college enhancements in order to maximize student learning. In the production of this plan we have been attentive to Title V requirements related to master planning, the requirements of our accrediting agency, unpredictable revenue conditions and demographic and economic realities. The ending year of 2005 was selected because the California Community College System has recently reported in 2005: A Report of the Task Force for the Chancellor's Consultation Council, on strategies and actions necessary from now until the year 2005 to address the challenges of the future for the system. At Foothill-De Anza we determined it appropriate to look to those system-wide strategies as we developed our own plans.

Both Foothill and De Anza have won prestigious national recognition and awards for excellence in education, but neither is content to rest on its laurels. The colleges recognize that much has changed in the years since their illustrious beginnings. The District now serves a regional rather than local population, and classroom enrollment at on-and off-campus sites has grown to over 40,000 students each quarter. Students are far more varied in age, ethnicity, and academic preparation. While the demand for transfer continues to exist, student needs for basic skills and ESL training has increased enormously. Cost of living and need for higher education have exploded in Silicon Valley.

Successful, healthy growth in educational institutions requires a unified dedication to core values, to a common sense of purpose, and to flexibility and responsiveness to new times and needs. We need to reinvest and recommit to our institutional purpose to remain a premier educational institution. Foothill-De Anza has built a reputation for student learning second to none and we intend to uphold that commitment.

The way we now work and the demands of the current work force are dramatically different from the 1960's. State and local funding sources for community college education have suffered from several economic downturns and only recently have begun to recover. The rapidity of changes in science and technology have brought larger numbers of mature people back to college to retool and retrain to maintain or improve their standards of living. And the over-fifty population in Silicon Valley will grow 35%-40% by the year 2000. Working students and older students both have changing educational goals and will require non-traditional delivery systems.

Nevertheless, our campuses remain essentially in their original configuration. Since Foothill was built in 1960, not a single building has been added to the campus. At De Anza, only four additions have been made. But these expansions have not relieved the demand. As the economic health of local and state communities improves, we must address the need for renewal in the physical plants, build a sound technological infrastructure, hire and train staff to service new technology and support and educate present staff in its use, and create new programs and curriculum with the instructional materials and services to support them.

To stay viable, we must translate our dreams into solid educational master plans which provide road maps for the future. The challenge for Foothill-De Anza is to combine the unquantifiable personal and intellectual dreams of this local, regional and global community with quantifiable, tangible directions. We must educate a highly diverse student body for life and work in the community. This plan must include institutional change that is responsive to students' academic, vocational, and personal development.

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PART II. Plan Overview

The Planning Process

The planning process at Foothill-De Anza is best described as a simultaneously top-down and bottom-up process. In January, 1997 the District produced Strategic Planning: A Beginning: Delivering a First Quality Education for the Twenty-First Century, a document designed to initiate the planning process. In 1997-98, using this plan and the issues identified in it as a starting point, Foothill and De Anza Colleges both undertook comprehensive college planning efforts which resulted in the production of the colleges' Educational Master Plans. The colleges' plans describe the process used in each institution in detail. This District Educational Master Plan is an overarching framework that references the colleges' plans but that retains a district focus and perspective. The college plans stand alone and this District Plan can be considered a supplement to each of those plans.

PART III. The External Environment and its Implications

What's Impacting Us Now and into the Future

Our external environment shapes who we are and how we develop. These trends or shifts in our socio-economic fabric may be slow and subtle, or dramatic and rapid. They may represent opportunity or adversity; but one thing is certain, change always presents challenge.

Silicon Valley, unlike some other places in the world, is changing very quickly. Our focus for Foothill-De Anza 2005 is on those trends which in our opinion will have the greatest impact on us. An analysis of data shows seven premises emerging from the identified trends.

The Seven Planning Premises

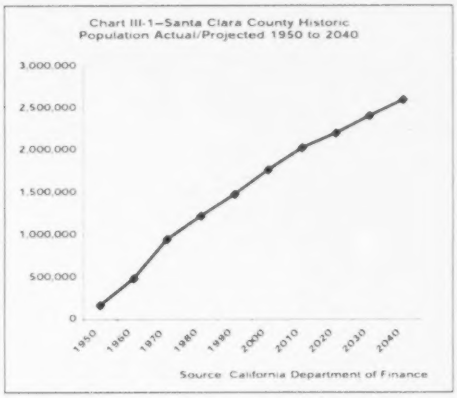
- Dynamic Demography: Addressing the Diverse Educational Needs of the Population
- Major Social Change: Strains in the Social Fabric
- Silicon Valley: The Economic Miracle Machine
- Intense Pressure for Workforce Development
- Increasing Competition and Cooperation
- Enhancement of Fiscal Resources
- New Initiatives in State Leadership: Future Trends in the California Community Colleges

Each premise and its implications for the district are presented. A final summary represents our best response to these trends as we move toward Foothill-De Anza 2005.

Planning Premise 1

Dynamic Demography: Addressing the Population's Diverse Educational Needs

Foothill-De Anza will serve a dynamic population characterized by major diversification in age, ethnicity, gender, language, and lifestyles. The demographic changes in our service area will be dramatic but generally predictable.



Trends

Adult Population Growth

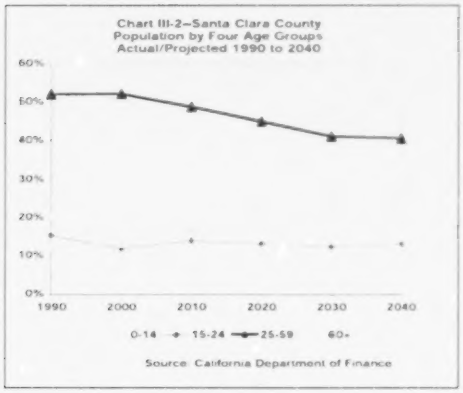
Over the next two decades California is expected to grow by half to 47.5 million residents in the year 2020. The projected population for the San Francisco Bay Area is estimated at 7.8 million, or nearly 7% of California's entire growth through the year 2020.

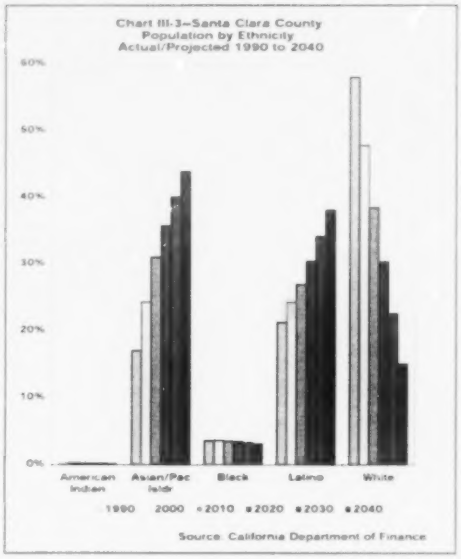
As shown in **Chart III-1—Santa Clara County Historic Population Actual/Projected 1950 to 2040**, the general population for the Santa Clara Valley is predicted to grow at a slow to moderate rate with a projected population of 2 million by 2010. The largest growth is expected in San Jose but Foothill-De Anza's immediate service area growth for Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, and Palo Alto will be fairly flat. The district will continue to draw more enrollment from San Jose whose population is expected to exceed 1 million by the year 2020.

When looking at **Chart III-2—Santa Clara County Population by Four Age Groups Actual/Projected 1990 to 2040**, the 0-14 cohort will decline slightly through 2015. The 15-24 cohort will increase slightly through 2015. The 25-59 cohort will increase through the year 2000, and then decline slowly through 2015 (this group will still represent the largest segment in the Santa Clara Valley). The 60+

PART III. The External Environment and its Implications

What's Impacting Us Now and into the Future



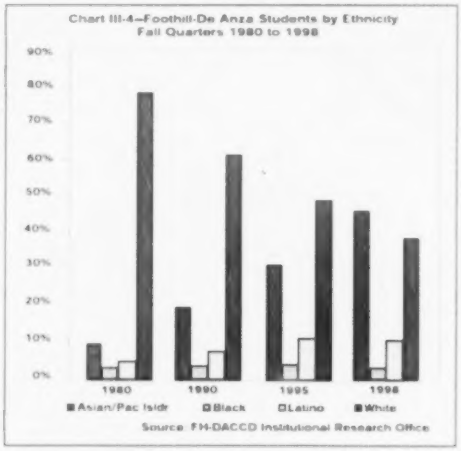


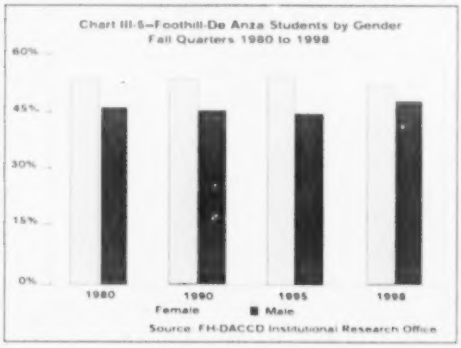
cohort will grow steadily through the year 2015 and represents the fastest growing group in the region. This increase in older residents is a result of the baby boomers becoming senior citizens. Targeted programs for senior adults will need to expand.

Ethnic, Gender and Disability Characteristics of the Adult Population

As seen in **Chart III-3—Santa Clara County Population by Ethnicity Actual/Projected 1990 to 2040**, the white population will continue to decline by percentage of the population. The fastest growing groups are, and will be, Latino and Asian/Pacific Islanders. The black and American Indian populations are expected to be fairly stable in number.

As shown in **Chart III-4—Foothill-De Anza Students by Ethnicity Fall Quarters 1980 to 1998**, the district's enrollment trends tend to mirror the population trends in the county with several exceptions: Asians and Pacific Islanders continued to be the fastest growing group. Latinos increased slightly, and whites continue to decrease. As seen in **Chart III-5—Foothill-De Anza Students by Gender Fall Quarters 1980 to 1998**, student gender demographics are expected to remain fairly constant with females comprising approximately 53 percent and males 47 percent of the stu-





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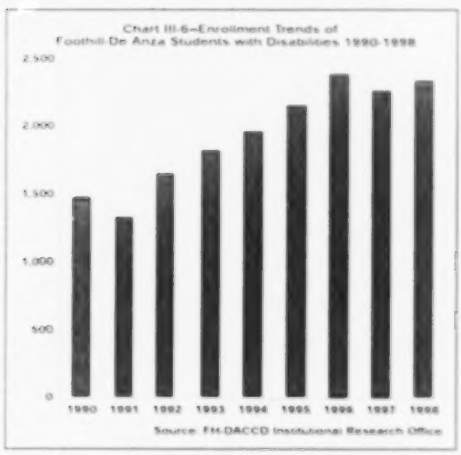
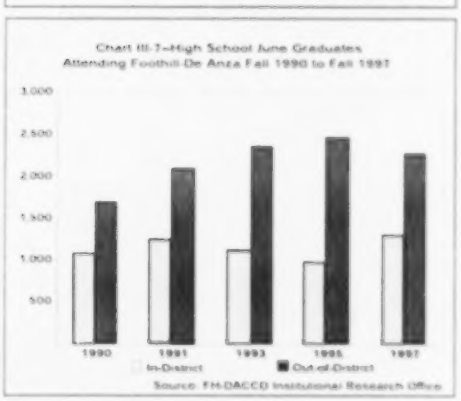
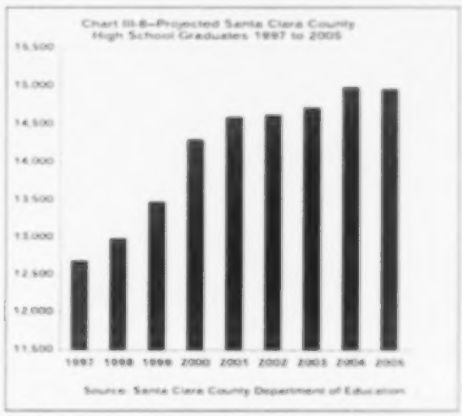
dent body. As seen in **Chart III-6—Enrollment Trends of Foothill-De Anza Students with Disabilities 1990 to 1998**, after a decline in the early 1990s, more students with disabilities are once again enrolling. This trend is expected to continue through 2005.

Projected Public High School Graduates

As shown in **Chart III-7—High School June Graduates Attending Foothill-De Anza Fall 1990 to Fall 1997**, approximately 75% of high school graduates attending Foothill-De Anza come from outside the district's service area. Most of these new students are drawn from the East Side Union and San Jose Unified High School Districts of the city of San Jose.







Students from within the service area declined for most of the decade of the 1990s to stabilize at about 25% of district high school graduates entering Foothill-De Anza as freshmen.

The number of high school graduates is projected to grow slightly through 2005 for Santa Clara County as displayed in **Chart III-8—Projected Santa Clara County High School Graduates 1997 to 2005**. Graduation rates for San Mateo County will remain fairly flat through 2005.

As shown in **Chart III-9—High School Graduation Rate for Santa Clara and San Mateo Counties 1992 to 1998**, within these two counties, high school graduation rates continue to decline as they have done for the past five years. Joint Venture: Silicon Valley Network reported that 70% of the students

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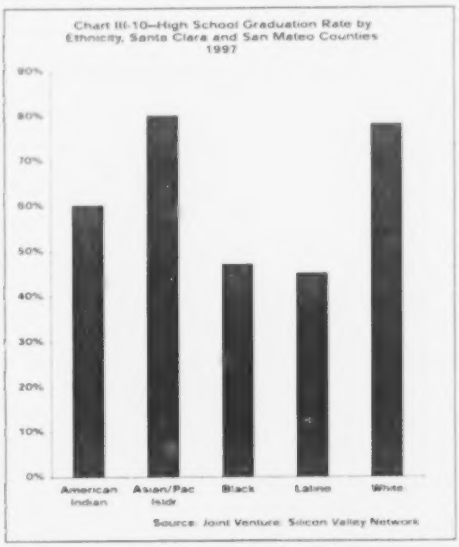
PART III. The External Environment and its Implications

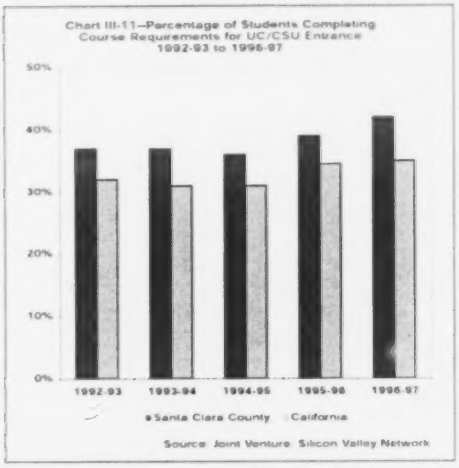
What's Impacting Us Now and into the Future

who enrolled as high school freshmen in 1994 graduated in 1998. But as shown in **Chart III-10—High School Graduation Rate by Ethnicity, Santa Clara and San Mateo Counties 1997**, the same study raised an alarming trend displaying graduation rates by ethnicity, showing that the fast-growing Latino population of students is graduating at a 46% rate. Improving graduation rates of high school students will be a major statewide and local effort. Foothill-De Anza expects to play an important role in this regard by increasing its 2+2, Middle College, College Advantage, Tech-Prep, and School-to-Work programs with the district's feeder high schools.

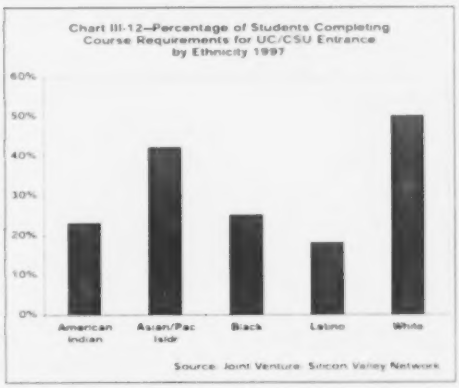


Preparedness for College and the High Wage Sectors of the Local Economy

Because high school graduation rates are declining, fewer high school graduates in the San Francisco Bay Area are eligible for admission to the University of California and California State University systems. At the same time, both university systems are phasing out remedial courses which will put more pressure on the community colleges to assist freshmen to increase their preparation for a college education and jobs. It is important to note that 84% of jobs in Silicon Valley's fastest growing companies require a college education or post-high school training.



While on average more high school students are increasing their eligibility for UC and/or CSU, as shown in **Chart III-11—Percentage of Students Completing Course Requirements for UC/CSU Entrance 1992-93 to 1996-97**, Joint Venture: Silicon Valley Network reports that of the entire group, only 19% of Latino students and 26% of African American students are eligible (see **Chart III-12—Percentage of Students Completing Course Requirements for UC/CSU Entrance by Ethnicity 1997**).



At the same time, many students still require remedial education at UCs and CSUs

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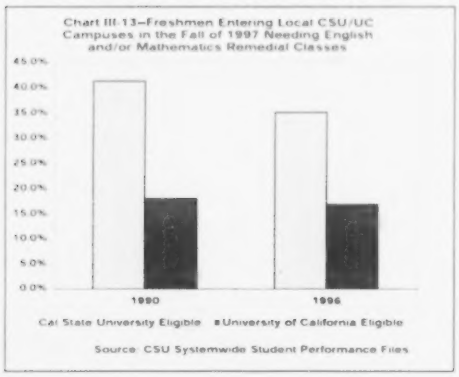
PART III. The External Environment and its Implications

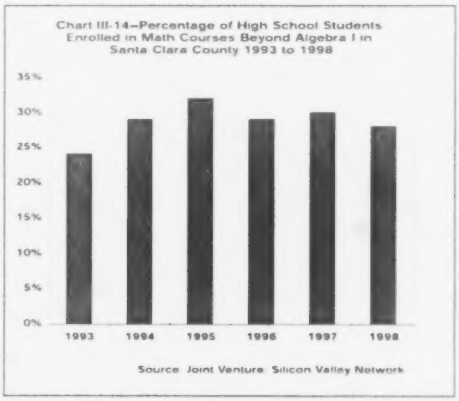
What's Impacting Us Now and into the Future

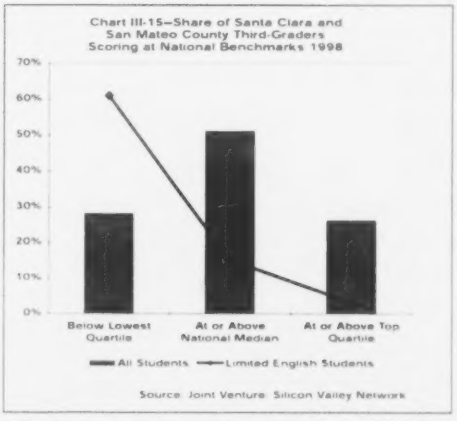


(see **Chart III-13—Freshmen Entering Local CSU/UC Campuses in the Fall of 1997 Needing English and/or Mathematics Remedial Classes)**. For example, about 50% of San Jose State University's entering students require remedial education in English and mathematics. However, CSU plans to phase out remedial education by the year 2007. The colleges will need to coordinate solutions with the CSU system and neighboring community colleges by analyzing population numbers, demands for courses, levels in which the demand will be higher, and the period of time for which there will be an increasing demand. As a result of this analytical process, the colleges will plan to accommodate the developmental needs of these students affected by the CSU downsizing.

Further, Joint Venture reported in its 1999 Index that less than one-third of Santa Clara County's high school students enroll in mathematics beyond Algebra I, underscoring the necessity of acquiring these problem-solving, analytical, and computational skills as prerequisites for success in college and in the high-wage, high-technology jobs of the future (see **Chart III-14—Percentage of High School Students Enrolled in Math Courses Beyond Algebra I in Santa Clara County 1993 to 1998**).

Finally, the language skills of students in the elementary grades foreshadow significant challenges for high school and college faculty, specifically for limited-English proficient students in Santa Clara County. In a literacy measurement, Joint Venture: Silicon Valley Network reported that only 51% of Silicon Valley third graders scored at or above the national median for reading comprehension; but when they examined the scores of limited-English proficient students, they found that more than 60% scored below the national bottom quartile mark with only 15% scoring at or above the national median (see **Chart III-15—Share of Santa Clara and San Mateo County Third-Graders Scoring at National Benchmarks 1998**). Thus, the colleges must continue to address the significant underpreparation of entering students in language and





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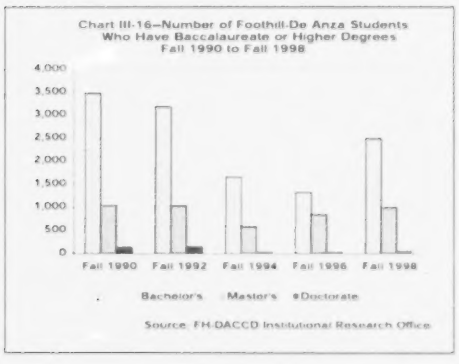
mathematics. Without these skills, students will not succeed in college-level courses, they will not be able to transfer to the university, nor will they be able to compete for higher paying jobs in the Silicon Valley or nationally.

Older Students Seeking New Careers, Retraining and/or Upgrading of Skills

Since the sunset of differential fees for baccalaureate degree holders and the stabilization of the costs of attending the California Community Colleges, Foothill-De Anza's enrollment of students who have already earned B.A./B.S. degrees or higher is once again on the rise (see **Chart III-16—Number of Foothill-De Anza Students Who Have Baccalaureate or Higher Degrees Fall 1990 to Fall 1998**). This trend is expected to continue through 2005.

Changing jobs five to 10 times in a lifetime is now a standard in Silicon Valley. Thus, many students who have already earned degrees frequently find themselves with outdated skills and must return to college for retraining or to change careers. The district is poised to help these students return to the workforce with the new skills that they need to accommodate changes in their career-life plans. It is anticipated that this population of students will increase as the baby boomers become older adults but continue to seek job opportunities that require retraining and/or upgrading of their skills.



Planning Premise 2

Major Social Changes: Strains in the Social Fabric

Making a living and creating a life are still the driving motivational forces for most individuals in our society. Rapid changes in technology, the economy, lifestyles, and values over the next 15 years will require postsecondary education that occurs on a more frequent basis and is broader in scope than ever before.

The California Community Colleges have been the principal entry point for the greatest number of Californians seeking instruction in the liberal arts and sciences, vocational education, English as a Second Language, technological fields of study, and remediation. With the national trend for universities to eliminate remedial courses despite the data on the large numbers of students underprepared for college, the community colleges will play a larger role in providing basic skills necessary for college into the foreseeable future.

Trends

Economic and Quality of Life Gaps Widen

The gap between lower and upper income families continues to widen. While incomes have been rising steadily for high-income wage earners, others have experienced only limited benefits from Silicon Valley's economic success. This disparity has persisted even in the face of growing productivity and sales in the region's information technology industry.

- From 1991-1997, hourly wages for the top 20% of the workforce increased by 25%, from $23.49 to $29.37, while hourly wages for those in the bottom 20% declined from 1991 to 1995 and then rebounded 26% in 1997 to $8.74 per hour (near the 1991 level) as shown in **Chart III-17—Hourly Earnings of Santa Clara County Working Residents 1991 to 1997**. Those house-

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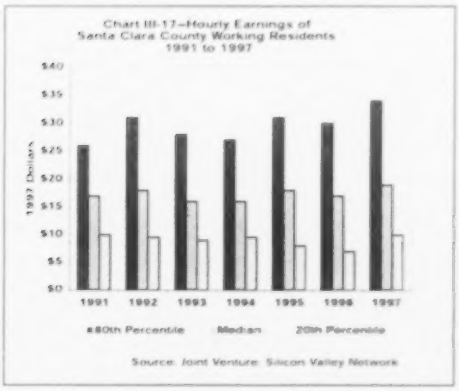

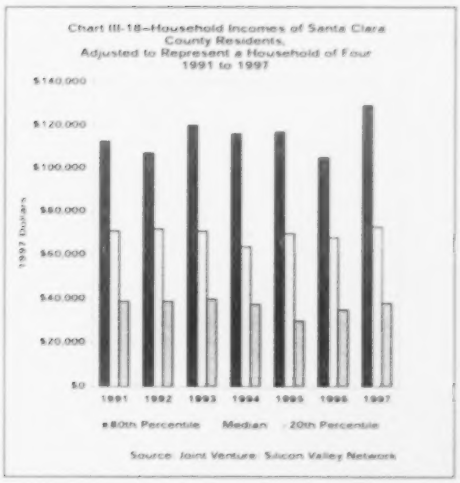

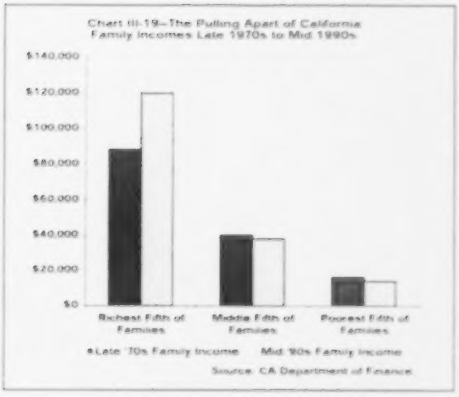

holds at the lowest 20% of the income distribution experienced an 8% decline in earning power, while those at the top experienced a 19% gain. Since 1994, the median hourly wages increased by 20% to $16.83. Access to good jobs (e.g., software/Internet-based) for the working poor is a critical area of concern.

- Five of the 10 fastest growing occupations in the region pay less than $10 per hour for entry-level positions.
- For a single adult, an estimated 19% of all area jobs pay less than a living wage (defined as the minimum income required to be self-sufficient without any form of public subsidy or $11-$17 per hour in Santa Clara County, depending upon marital status and number of children). Nearly 40% of all jobs pay too little to keep a single parent and child out of poverty. A full 55% of Silicon Valley jobs pay too little to support a family of four.
- Income growth in higher-income households has outpaced that of middle- and lower-income households (see **Chart III-18—Household Incomes of Santa Clara County Residents, Adjusted to Represent a Household of Four 1991 to 1997**).

As shown in **Chart III-19—The Pulling Apart of California Family Incomes from the Late 1970s to the Mid 1990s**, if one were to divide California's income into five portions with each comprising 20% of the population, the top-income fifth is richer and more educated in the mid 1990s than that same fifth of the population in the 1970s. The middle- and lowest-income fifths have become poorer over the same period of time resulting in a pulling apart of "haves" and "have nots." Thus, the implication is that lower income people will need more education and social services over time to pull themselves out of poverty.

At the same time, California legislative leaders and voters are increasingly reliant on passing

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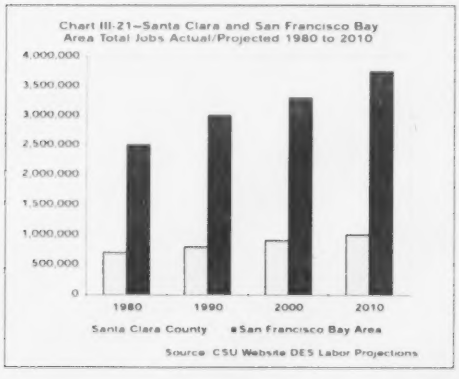
statewide propositions and reforms to enable change to occur at a faster rate. Similar trends are occurring at the federal level as well. Welfare reforms, new financial aid requirements, charter schools, and affirmative action legislation are a few of the dramatic changes that will have long-term effects on postsecondary education in general.

Propositions 187, 209, and 227 represent a major change in society's opinion regarding affirmative action. It remains to be seen what the long-term effect will be on minorities, women and the disabled in relation to equal access and opportunity in California. For example, will the glass ceiling grow thicker? Will fewer minorities have opportunities in the labor market and institutions of higher learning?



These issues are of concern to Foothill-De Anza which has, since its inception, been an institution of open access for all students.

Planning Premise 3

Silicon Valley: The Economic Miracle Machine

Economic forecasts cite Silicon Valley as a national center for innovation, entrepreneurism, venture capital, and jobs—especially in the R&D/high tech/software sectors of the marketplace. Through 2005, the valley's economic prosperity is expected to increase as a result of these features. However, in 1998 only about 19,000 new jobs were added compared to 62,000 in 1997, perhaps signaling a slowing of the economy.

Trends

Job Opportunities Will Grow

As shown in **Chart III-20—Annual Openings for Fastest Growing Occupations in San Francisco Bay Area 1993 Projected to 2005**, employment forecasts through 2005 are bright. A college degree will be increasingly valuable for available jobs in the future. Santa Clara County expects dramatic swells in higher paying positions in both the public and private sectors. However, future growth is expected to occur in the service industry, not in high-tech manufacturing which is expected to remain constant.

More than 200,000 jobs have been added to Silicon Valley's workforce since 1992, which marks a 23% increase, bringing the total number of jobs in the county to about 1 million (see **Chart III-21—Santa Clara and San Francisco Bay Area Jobs Actual/Projected 1980 to 2010**). Postsecondary education will be required for the higher paying jobs in the new knowledge-based economy, and the dramatic increase in K-12 and community college students will escalate the demand for teachers.

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The high-wage jobs such as programmers, engineers, system analysts, and network administrators will require the analytical and critical thinking skills acquired in college, especially in science, mathematics and communications.

Planning Premise 4

Intense Pressure for Workforce Development

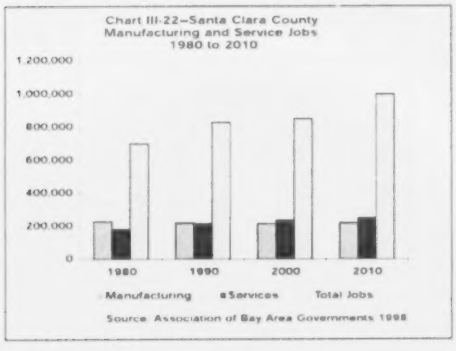
Given the booming economic conditions of high technology and innovation throughout Silicon Valley, employers need qualified workers for the growing service economy (see **Chart III-22—Santa Clara County Manufacturing and Service Jobs 1980 to 2010**). Silicon Valley's workforce is increasingly drawn from international, rather than local hiring pools. Preparing those who live here for available jobs through education at all levels is critical for 2005 and beyond.

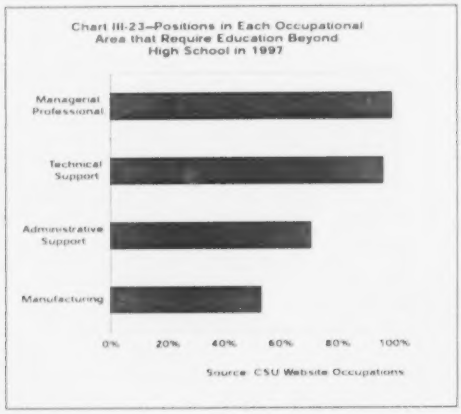
Trends

Postsecondary Education and Training Will Be Necessary

Business Today: Business Tomorrow, a study commissioned by the Foothill-De Anza Community College District in 1996, found that employers reported significant concern about the skill level and preparation of the workforce. While unemployment rates are low, employers said that their companies' ability to compete would be strengthened by employees with computer, communication, sales, business and basic skills. They also cited a need to increase career-preparation training through internships and better linkages among high schools, community colleges, business and industry throughout the Silicon Valley. In a survey of 42 of Santa Clara County's fastest growing companies, 84% of their positions required education or training beyond high school (see **Chart III-23—Positions in Each Occupational Area That Require Education Beyond High School in 1997**). Additionally, 70% of the administrative and more than 50% of the manufacturing positions required post-secondary education and/or training.

In Silicon Valley, more than 90,000 students were enrolled at a community college in the fall of 1998. Over 40% of these students sought a college education at Foothill-De Anza. However, those seeking career changes and/or upgrading of skills have many more choices throughout Silicon Valley than they did in past years. This means that Foothill-De Anza will need to retain its large share of freshmen directly from high school while finding new ways to attract older students to programs that are more flexible and can be delivered to accommodate the working professionals of Silicon Valley.





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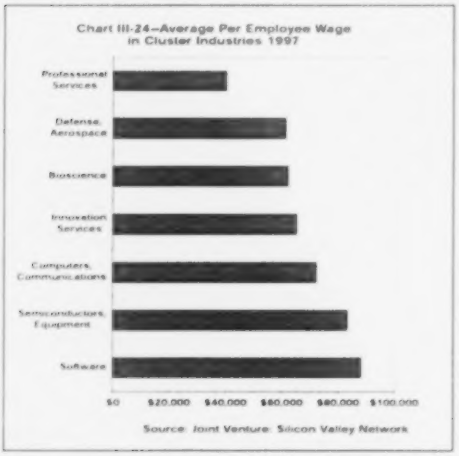
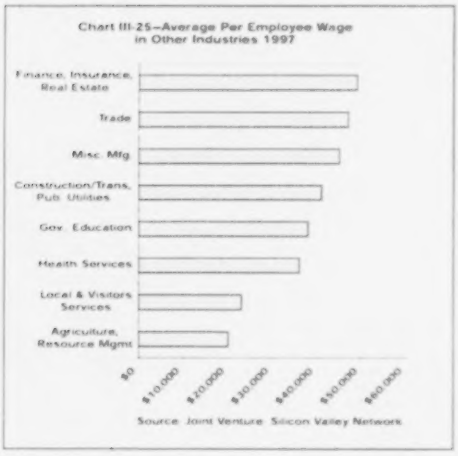
At the state level, the Partnership for Excellence, established in 1998-99, is expected to have a dramatic effect on the future workforce of this state. Student workforce outcomes will be reported and their progress will be measured along with incentive funding for improvements. It is anticipated that these steps will ensure that the statewide workforce needs of the 21st century will be met.

Locally, there are several other important efforts driving educational reform. Joint Venture: Silicon Valley Network and the Bay Area School Reform Collaborative are two examples of significant partnerships that bridge education and industry and have targeted goals and measures of achievement. As shown in **Chart III-24—Average Per Employee Wage in Cluster Industries 1997** and **Chart III-25—Average Per Employee Wage in Other Industries 1997**, a major objective of these collaborative efforts is to have more young people ready and able to obtain higher paying jobs in the service economy of the region.





Planning Premise 5

Increasing Competition and Cooperation

Increased competition from private providers, proprietary schools, local community colleges, and other distance learning providers will increase. Collaborative efforts will be necessary to address education and regional workforce demands with more accountability and fewer anticipated resources from the state in the years ahead.

Trends

New Markets, New Collaborations and New Challenges

As more educational opportunities are available in Silicon Valley as shown in **Chart III-26—Postsecondary Competitors and/or Collaborators Located in Silicon Valley**, Foothill-De Anza will need to increase its marketing and collaborative efforts where mutual objectives can be met with other public and private providers of postsecondary education.

Global Online Education Expands

The development and expansion of virtual universities grows exponentially each year. All education providers should expect and plan for more online education. Enrollment will increasingly be drawn from part-time and non-traditional students beyond the traditional 18 to 24 year olds. Online providers will offer certificates, degrees and competency testing which

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will call into question the value of a college degree as we have known it. (See **Chart III-27—Enrollment Projections by Members of the Western Governors University Distance Learning Programs 1998 to 2006**.)

Partnership programs will increase as community colleges look for opportunities to leverage their resources with other public- and private-sector providers (see **Chart III-28—Virtual Universities and Training Centers**). In the future, demonstrated competencies of students may have more appeal than course-based outcomes or transcripts as technology and the use of portfolios provide students new ways to show what they have learned.

Chart III-26—Postsecondary Competitors and/or Collaborators Located in Silicon Valley

Golden Gate University, Los Altos
John F. Kennedy University, Campbell
National Hispanic University
National University, San Jose
Other Community Colleges
Other Proprietary Schools
Private Schools
St. Mary's, San Jose
San Jose State University
SJSU Extension, San Jose
Santa Clara University
University of San Francisco, Cupertino
University of California, Santa Cruz
UCSC Extension, Cupertino

Planning Premise 6

Enhancement of Fiscal Resources

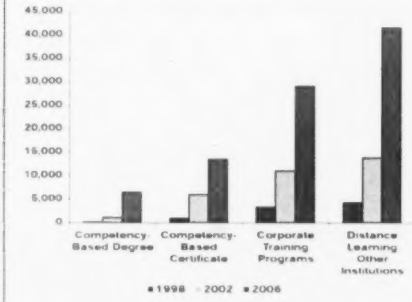
For the district to realize its potential, its financial resources must be enhanced. This should occur in several ways: by improving our internal management of resources, by aggressively seeking external funds, and by creating partnerships and taking advantage of opportunities to bring new funds into the district. The following trends impact us both positively and negatively which result in the need to implement powerful resource development strategies now and for the future.

Trends

Underfunding of the California Community Colleges

When California is compared to the entire nation, the 10 largest states, or the Western United States, the taxpayer support for each student in every comparison exceeds the taxpayer support in California. This revenue difference is exacerbated further when student tuition is factored into the equation. The California Community Colleges are clearly underfunded by any and every measure when compared to the rest of the nation. The national average is $6,022 while California spends $3,554 per community college student (see

Chart III-27—Enrollment Projections by Members of the Western Governors University Distance Learning Programs 1998 to 2006



Source: Western Governor's Website

Chart III-28—Virtual Universities and Training Centers

California Virtual University
Community College Distance Learning Network
Knowledge Universe (One Touch) – Oracle/Apollo
Educational Alliance
Motorola University
University of Phoenix
Western Governors University

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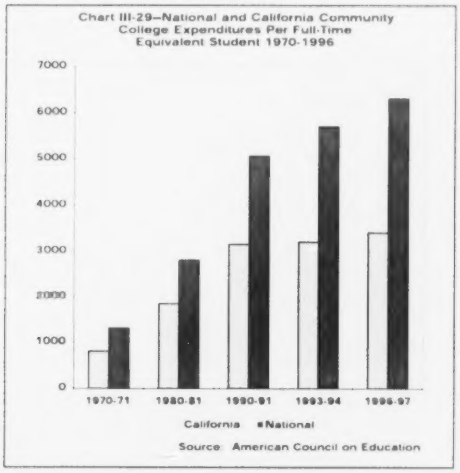

Chart III-29—National and California Community College Expenditures Per Full-Time Equivalent Student 1970-1996).

The task force recommended and the Board of Governors adopted the following strategies to meet the system's needs in 2005:

- Increasing access (target of 4% growth per year)
- Increasing funding per student
  — Goal: by 2005 to be at $6500/FTES or within $1500 of the national average in spending per student.
- Improving funding for capitol outlay
  — address $4 billion backlog
  — meet goal of $500 million per year
  — pass bond measure to provide $200 million over next 4 years.

One of the most important outcomes of the report is the Partnership for Excellence Program implemented in 1998-99, a mutual commitment by the State of California and the California Community Colleges system to significantly expand the contribution of the community colleges to the social and economic success of California. It is structured in phases, with substantial financial investment by the State in exchange for a credible commitment from the system to specific student and performance outcomes.

This new program has begun to alter the method in which community colleges have traditionally been financed by moving to funding based on achieved outcomes rather than enrollment. While this program only provides 3% of the general fund budget, the colleges and district will have to anticipate more changes of this type in the future. In addition, the district will undertake focused strategies to improve performance, and will take full advantage of this new method of funding if it continues. Foothill-De Anza's activities related to this program are detailed in both of the colleges' plans and later in this plan.

California Allocates More One-Time, Categorical Funds But Not Ongoing Funds

Because of the excellent state economy in the last two years, the district has received large infusions of one-time money for equipment purchases. While this funding has solved a major problem by replacing a portion of the backlog of very old equipment, it has also allowed colleges to purchase technology hardware and software. However, this one-time funding strategy has not addressed the community colleges' fundamental need for stable, predictable, ongoing funding to address the colleges' critical and continuous instructional equipment and classroom needs. For example, technology hardware and software should be updated every few years; the Americans with Disabilities Act (ADA) now mandates that all distance learning programs be close-captioned; life sciences and other laboratory equipment across many disciplines of the colleges must be maintained and periodically upgraded. Even with increases in state-instructional equipment allocations, the district continues to have a serious need to replace $6 million of outdated instructional equipment. Additional strain has been put on the budget to support ADA accommodations resulting from the use of technology.

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Developmental Courses Demand Higher Infusion of Funds

As the student body continues to change, the colleges have a large unmet student need for additional developmental English, ESL and mathematics classes. Many of these classes, particularly in English and ESL, require smaller class sizes and result in lower productivity. Thus the pressure to meet the student demand is offset by the relatively higher costs of offering these classes. The state does not recognize this change in program demand, so the colleges' resourcefulness must be relied on to ensure student access to these classes. Increasing funding to these programs means cutting other programs or services to free up the resources. The budget allocation for the colleges depends on enrollment and productivity, but there are no financial incentives to offer more developmental classes despite a huge demand for these courses. The Partnership for Excellence funds will provide a small amount of support to increase these classes and improve retention. However, the realities of the budget driven by enrollment and productivity remains a constant pressure on the institution and its students in regard to meeting the demands of students who need developmental education.

Increasing Access with Productivity will be Required

The colleges must continue to improve enrollment management in order to use limited resources in the best possible manner. Providing deans with excellent direction on expectations and providing the best information-based tools for their management of this complex task will move the colleges forward in their ability to meet productivity and enrollment goals. With this effort, the district will need to improve its information system and research capacity for better marketing and tracking of student performance, productivity, and enrollment over time.

The long-term fiscal health of the district is more stable when it is growing intelligently at a rate of 1-3% per year. This growth can be achieved in a number of ways by:

- increasing programs and services as adult and high school populations expand,
- retaining more students in the courses they take,
- increasing the persistence rate of students from one level to the next,
- encouraging students who are course takers to become program takers, and
- targeting population sectors and new markets that have not been tapped in the past.

Specific growth strategies must be aggressively developed and implemented in this highly competitive educational market to insure enrollment growth of 1-3% per year.

More External Resources Will Be Needed

Partnerships with corporations for training, equipment and operating support as well as curriculum development are expanding. This effort must be strengthened as workforce development linkages will continue to receive priority attention locally and at the state and federal legislative levels. Much of the new state funding is directed towards workforce development and the creation of business alliances.

Efforts to develop other sources of funding to lessen the district's reliance on state funding will allow for much-needed flexibility in redesigning the curriculum to meet the demands of the new economy and to propose new programs or expand existing ones to meet student needs. These efforts must include the business alliances noted earlier, but must also include an aggressive grants program and Foundation activities to encourage private, corporate, and public sector investments in the institutions that serve the students of Silicon Valley.

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Planning Premise 7

Trends

More Accountability Will Be Necessary

There is increasing national and statewide sentiment for all publicly supported institutions to be more accountable for their use of taxpayer's monies. In California we have already seen the passage of Senate Bill 645 requiring that a report card be issued on community college vocational programs to demonstrate their effectiveness in helping students qualify for, obtain and remain, in gainful employment. The governor has affirmed that community college funding be tied in part to student outcomes.

California Community Colleges 2005 Effects Statewide Plans for the Future

For the first time, the California Community Colleges have united and collectively shown broad-based support for the plan commonly known as '2005' which calls for a major financial and public relations commitment to the community colleges.

Common Course Numbering Makes Sense to the Public

The Board of Governors has called for the California Community Colleges to develop a common course numbering system. The implications of such a project on the district will necessitate statewide leadership and further coordination between the colleges to clarify comparable courses under a common numbering system. Additionally, statewide demands to re-articulate more than 2,000 courses have significant workload implications.

CSU Remediation Education Goals Affect Community Colleges

The California State University Trustees and Chancellor have called for an end to all remediation courses taught in the CSUs by the year 2004. For community colleges, this will mean a major increase in students seeking precollegiate level courses in mathematics and English. The colleges will need to seek additional funding and partnership agreements with San Jose State and Hayward State Universities for providing more remediation courses for CSU students.

Education Code Revisions Are Underway

Former State Chancellor Gerald Hayward is leading the effort to propose new language for the Education Code which governs the California Community Colleges. It is hoped such an effort will reduce bureaucracy and micromanagement from the legislature.

Relief from Field Act Provisions May Occur

There is a legislative proposal to relieve the community colleges from the Field Act provisions, which could allow greater flexibility in providing college facilities for students.

Post Proposition 209 Effects Create Concern

It still remains unclear from the State Chancellor's Office as to what will be the changes needed (if any) in response to the court rulings on Proposition 209. Achieving student equity to increase the access and success of underrepresented students is a major area of emphasis for the institution.

Redesigning Shared Governance for the Future

A decade of experience with the provisions of Assembly Bill 1725 has led to calls around the state to review shared-governance practices. The district anticipates that several major state and national studies will cause a tightening and clarification of shared governance principles and strategies. The district seeks to model collaborative decision making while working to

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eliminate the bureaucratic effects of its shared-governance/decision-making model.

Staffing Concerns Are in the Forefront

The faculty and staff of the district are retiring in increasing numbers. Efforts to replace them have not always been successful. The full-time ranks of faculty have not increased in the past 10 years, and there is a greater dependence on part-time faculty both in the district and nationally. The district should seek to increase its number of full-time faculty and staff as ongoing funds become available and should provide more training and support for its part-timers.

Reconsidering Funding Mechanisms

New ballot initiatives soon may be introduced to allow local communities to pass tax proposals with a simple majority instead of the current two-thirds required. A report released by Joint Venture: Silicon Valley Network proposes a vision for 2010 that calls for increased civic engagement and regional stewardship for the purpose of developing shared solutions to address the economic, environmental and societal challenges faced by the cities and residents of the valley. Taxation, housing, transportation and education are all critical issues of concern in this regard.

The district will actively participate in this effort to represent the higher education community as the leading community college district in its region.

Bond Initiatives Abound

The state is still interested in proposing to the voters major bond issues for capital construction in higher education. In addition, local bond elections are occurring more frequently and passing more often in K-12 and community college districts across the state. The colleges have many needs and demands for improved facilities. If enrollment and productivity increase during the next seven years, new facilities may be added to the campus and district as a result.

Conclusion

These seven planning premises identified above will cause shifts in institutional programs, policies and procedures as they affect the future health and well-being of the district.

But even more fundamental changes are at work. At Foothill-De Anza we believe we are in the midst of a profound revolution, one which has the potential to shake the very foundations of our institutions. The elements of the revolution include:

New, global economy

This new economy offers uncertainty and lack of security. Our students will have 5 to 7 career (as opposed to mere job) changes in their working lives, and significant numbers of them will begin jobs in areas which will disappear due to obsolescence while others will eventually enter careers that do not currently exist. There will be a growing social and economic bifurcation of the workforce – with low skills jobs paying low wages and high skill levels paying high wages.

Demographic and lifestyle changes

California is poised to become the first non-majority state and there will be a large, constant influx of immigrants into the U.S. In the Foothill-De Anza service area, the White population continues to decline by both total number and percentage of population. The fastest growing groups are Latino and Asians.

Tidal Wave II, a boomlet of 450,000 additional students of college age will confront California's higher education institutions in the next decade. It is expected that 400,000 of these new students will seek enrollment in community colleges.

Lifestyle changes have redefined family and work, including the increase in number of sin-

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gle-parent households and two working parent households. The work week is longer and not clearly defined.

Technology

Telecommunications, the Internet, computers, satellite broadcasting, digital video and sound have obliterated the restrictions of time, place and distance. The PC is no longer the personal computer but rather the personal classroom that is accessible when the student is able to access it, not when the college says the student must. Douglas Van Houweling, chief executive with the University Corporation for Advanced Internet Development, says that "A decade from now, it wouldn't surprise me if the majority of education took place in people's homes, in people's offices, on the production line, wherever it is needed."

These revolutionary changes will result in a dramatically increasing, but radically altered, demand for higher education and lifelong learning. The demand will combine with a rapidly maturing telecommunications revolution that interacts with major lifestyle and workplace change. This will take place in a funding environment marked by the diminishing ability or willingness for most state governments to fully fund traditional campus based education.

Looking into the future:

In order to address these revolutionary changes and prepare for the future, we must take a number of steps. We must end the practice of treating every student in a virtually identical manner, rather than as a unique adult with unique needs and opportunities. We must narrow our focus, define our niche, respond more rapidly, engage in more strategic alliances, and become truly student focused. Specific initiatives are described later in this plan under "Major Themes, Needs and Directions" and "Fulfilling Our Vision."

Foothill-De Anza is well poised to undertake a bold new education agenda grounded in quality, passion for learning, and collaboration as it responds to the increased demographic, social, fiscal and political trends that it will face in the future.

PART IV. Major Themes, Needs and Directions

Foothill-De Anza has a well-recognized national reputation as an institution that strives for excellence in all its aspects. Today we can do no less than our best to continue that tradition into the next century. We intend to focus on the following aspects of our institutions in order to achieve that goal.

The improvement of student access and success is the foundation and driving force of the colleges' and District's plans and activities through the year 2005.

Student Access

A steady, planned increase in enrollment is necessary for several reasons. A growth rate of 3% per year is consistent with the state systems goals. Only an increase in enrollment (growth) will give us the additional funding to meet the costs of living increases needed, as the annual COLA from the state is insufficient to meet the real costs. This goal of increased enrollment requires the colleges to continue to recruit students from the growing population outside the service area while continuing to increase participation rates within the District boundary.

The colleges must respond with flexibility to the increase in attendance by women and students of diverse ethnic background. This student population will create greater demand for general education, entry-level training and basic skills course offerings. At the same time the increases in the population between the ages of 44 and 64 will mean increased demand for courses and programs designed for students seeking retraining and/or career changes.

As a District we need to:

- Develop better strategies for recruitment and retention of students who reflect the diversity of our community; offer wider access to programs and services 7 days a week, 24 hours a day for working adults of all ages.

Student Success

Our commitment to outreach and recruitment must be matched by support services which result in improved student retention and successful completion of the student's goals. Demographics analysis indicates that the need for support services will increase. We must make the best use of available funding to maintain our commitment to diversity and student success.

Both colleges have excellent records in terms of the number of students transferring to the UC and CSU systems. Our goals for 2005 are to increase those numbers incrementally and to achieve comparable transfer rates across ethnicity, gender and disability. Again, data indicates that as a group African-American and Latino students are not succeeding in course completion, retention, and degrees and certificates awarded at the same rate as other groups. Improvement in success rates to eliminate performance gaps for these groups is a priority and a focus of our Partnership for Excellence allocations.

As a District we must:

- Improve services to students with special academic needs, those under-prepared, facing language challenges, lacking privilege, first generation college students and all those who need a chance to succeed in the changing world.
- Develop programs and services necessary to ensure that underrepresented students perform and achieve at a level consistent with other student groups, and that all students perform to their potential.
- Ensure that every Foothill-De Anza graduate will write, read, and communicate at the college level and is able to work cooperatively in a global and diverse cultural environment.

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Infrastructure/Physical Plant

For a variety of complex reasons, funding has never been adequate for maintenance needs or the renovation of old buildings for new uses. To avoid further damage to the physical plant, we must repair roofing, substructures and infrastructure wherever necessary and follow a timely, systematic maintenance plan.

Both colleges have immediate needs for improvement in the infrastructure and facilities in order to support quality programs and services. These will be discussed in more detail in the Facilities Master Plan . The facilities planning process will examine the colleges' and the District's Educational Master Plans, then determine future needs, examine options and recommend solutions. However, it is already obvious from a preliminary analysis that changes in technology, instructional delivery methods, student demand, new programs and services will mean an increased need for laboratories, internet access sites, meeting rooms, and other facilities modifications.

Institutional Organization

One of the accreditation standards which we are currently examining as part of the self-study states that "the District has a statement which clearly delineates the operational responsibilities and functions of the district and those of the colleges." Currently no such statement exists and never has in this District. At one time the answer probably would have been that the District was two autonomous, independent and entrepreneurial colleges with a Central Services organization that stayed out of the way as much as possible. But today we are at a crossroads that demands a different answer. Certainly the independence and autonomy of the colleges is important as it relates to their images, how the colleges look, feel, and respond to students. But behind the scenes is another story. Our work on this educational master plan has made us acutely aware of the need for efficiency and the elimination of duplication of efforts that have us engaging in too many activities. Today a different approach is needed to look at the district in a more focused way in terms of services that are dependent on centralized systems. For example, the question is not whether registration should be centralized, but rather, how shall we unify our registration system to provide better, more efficient service? This will require a shift in mind set which is not insignificant. We have formed the Unification Project and selected a few key areas on which to focus our efforts.

Curriculum

It is evident that we must make further progress in our efforts to coordinate the curriculum. There has been progress in areas of IGETC (Intersegmental General Education and Transfer Curriculum) and general education requirements, but we hear enough stories from students about their difficulties in articulation between the two colleges to know that much more work is necessary. This, along with common course numbering, is an area that the Joint Development Group needs to address.

Student Services

We are attempting to unify systems related to student services. The CATS (Computerized Analysis Transcript System), funded in part with Partnership for Excellence funds, will result in a seamless student success model, including intake, IEP's (Individual Educational Plans), academic advising, and early alert systems. We expect to have this system fully implemented by June, 2000.

Support Services

Several support services have been identified for study, including the Bookstore, Food

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Services, a communications network, institutional research, and information systems. We have not previously set effective goals with our services, often giving expected levels of services and unreasonable expectations of cost. Studies are completed and plans are being finalized in these selected areas.

The Board of Trustees had discussed several times their philosophical approach to the issue of what is a district. The Board has determined that they want to reduce differences where differences exist; however, where such differences are necessary, they want them to be transparent to the user – the student or staff. The broader philosophical issue that we must resolve is whether we have two separate institutions working alone to solve problems or one operation wherein we are willing to share our resources and help each other solve problems.

To achieve these goals, we need to:

- review, redefine, and improve the role of Central Services in supporting the colleges; develop a philosophy regarding Central Services and individual college responsibilities and accountabilities; identify and eliminate duplication of services and unnecessary services;
- develop coherent management plans to enhance performance and accountability throughout the district;

Community and Communication

Improving our sense of community and communication among ourselves is critical. We must develop and hone skills and positive attitudes to foster open, clear, honest communication on the individual as well as the policy level. The absence of such an environment can undermine all our attempts to achieve our goals. We must use the technology available to us to aid effective and efficient communication within the District community, including servers, Internet and intranet sites, administrative procedures manuals, Connections, and other communications tools.

Governance and Decision-Making

Foothill-De Anza has already embraced the concept of shared governance and decision-making as a principle of operation. The colleges have well-developed but different decision-making models that are constantly being reviewed for improvements. All constituency groups participate to some degree, although more consistent participation by students is needed. A clearer delineation of roles and responsibilities of various groups to avoid duplication of efforts would be useful.

Now we must improve our skills in handling conflict and practicing the habits of shared governance and decision-making at all levels of the organization. Significant improvements have been made lately in the climate of trust, and we will continue to make efforts to create a culture based on respect, consultation before decision making, accountability and personal responsibility. We will continue to improve on these areas in on-going series of retreats and in our daily practices.

Collective Bargaining

We must continue to respect collective bargaining as a way of maintaining a true partnership between the Board and our staff. We must accept a shared responsibility in making collective bargaining a more positive force in our district.

Budget, Enrollment Management & Fiscal Stability

Having experienced internal and external financial exigencies, the district recognizes the

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importance of fiscal stability and of embracing the principles of sound fiscal management.

In the best of times, resources will be limited when measured against the needs of our students and this institution. It is imperative that the district sustain responsible stewardship of the available resources, that it establish a balance of competing needs that address the goals and priorities articulated in the Master Plan as well as in those plans that compliment and expand upon the Master Plan. Budget and Human Resource allocations will address the competing needs, ensure proper attention is given to critical areas and that budget decisions support the goals and objectives of adopted plans.

The district must maintain fiscal planning processes that address both short- and long-term educational goals and objectives. These processes must provide for constituency input and management responsibilities.

Fiscal stability demands that sufficient cash and fund reserves be maintained and be available to address fiscal exigencies. For planning purposes, it is the current view that the district must sustain a general fund reserve of five percent. In addition, each budget year must include sufficient contingency funds to address unusual and unexpected needs.

Auxiliary activities such as the bookstores and food services provide valuable services to our students and also have a direct fiscal impact on the district. It is important, therefore, that these enterprise operations are coordinated and function in a unified manner, are consistent with the instructional mission of the district and comply with sound business, accounting, budget and audit principles.

The district must provide the community access to instruction consistent with population and demographic trends, instructional delivery expectations, and the funding mechanisms available. The institution will grow by 1% to 3% year for each through 2005. Enrollment planning and targets will be set annually and based upon governing factors such as funding, facilities, program review and technological capabilities. In addition to enrollment goals, the district will establish a class load (productivity) goal for each college. Division and program enrollment and productivity goals will be consistent with district and college goals and will monitored regularly to minimize financial impacts.

Technology

Dramatic changes in student needs and in the region's work force require programs and curriculum changes to maintain relevancy. Since more than 50% of our students work 35 hours per week or more, we must develop ways and times to deliver education in many different packages.

Currency in technology is necessary not only to deliver instruction in ways that benefit students, but also to provide access through distance learning. The intelligent building and use of communications technology will connect our professional staff with each other, their students, and the regional and global community. Technology development requires investment in and commitment to hardware, software, maintenance, training, and adequate support. To maintain and claim status as a premier learning institution in the 21st Century, we will have to invest wisely and heavily in technology.

As a result of the District Technology Plan, published in June 1996, progress has been made in four specific areas. These include increased staffing, infrastructure, additional computers, and improved organizational structure.

The Technology Plan also proposed an evaluation of the current organizational structure. Collegis was selected to complete this evaluation and has submitted (February 1998) a report to the Chancellor and Board recommending the hiring of a Chief Information Officer and a new structure which will unify

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technology resources throughout the district. The Chancellor is currently working with the Chancellor's Advisory Council and the Board of Trustees to implement the recommendations.

Significant progress has been accomplished in the last two and one half years. Nonetheless, even this progress seems slow to some. We remain seriously understaffed in technology support and frustration continues to grow among our users.

Diversity

In the Spring of 1997 a shared governance process was initiated with the District Diversity Advisory Committee, representatives of the colleges' diversity committees, Central Services, and members of the Board of Trustees to develop a Diversity Vision Statement and the specific goals needed to ensure that we realize that vision. After an extended workshop with the Board in May of 1997 a task force was appointed to develop the final document, which was approved in June of 1998. That document is the District's commitment to working and learning in a multicultural community that embraces all of our unique characteristics. Diversity is not just an "add-on" issue. It is an integral element that contributes to planning, evaluation, assessment and resource allocation decisions. The diversity goals are linked to complementary and supporting goals identified in the colleges' master plans, the Partnership for Excellence goals, and this plan.

The entire Foothill-De Anza Community College District Diversity Plan can be located on the Chancellor's Shared Files.

Diversity Vision Statement

The Foothill-De Anza Community College District is committed to becoming a model District for the 21st century. We are building upon our rich history of innovation and student success to become a truly democratic, culturally pluralistic organization. All members of our District community understand and respect that our cultural diversity is one of our greatest strengths. The District welcomes and unites people of all ethnicities, genders, sexual orientations, socio-economic classes, religions, abilities and ages and empowers them as individuals and as groups.

We believe that culturally diverse teams yield more creative, synergistic and effective outcomes. We are increasingly willing to accept and address the conflict that arises as a normal part of existence in a pluralistic environment in order to work towards acknowledging, addressing and confronting our differences positively. We recognize that we are part of a global community and that this informs our responsibility to our students. We recognize that the development and maintenance of a multicultural district is a journey not a final destination so we are prepared to learn and grow as issues emerge.

Finally we recognize that the attainment of this vision is not only possible, but critical to our viability, to meeting our potential as a District and most importantly, to the success of our students.

Human Resources

Exemplary Faculty and Staff

The number and quality of faculty and staff affect the excellence in instruction and student support services of the institutions. Continuing staff and professional development is necessary to achieve the success of students. Increased emphasis on and changes in technology will require more staff development and technical and pedagogical support for more varied instructional methods and media. Changes in student demographics and preparedness will necessitate training in multiple learning styles, diversity and cultural sensitivity.

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We need to:

- develop a system of evaluation of staff and staffing patterns coherent with the Technology Plan and the colleges' and District's Educational Master Plans;
- determine appropriate staffing patterns and goals which incorporate mandated staffing goals and diversity goals of the District;
- recruit and select diverse, well-qualified and creative staff committed to our shared values and vision;
- support efforts to determine methods to prioritize positions and staff requirements.

The Human Resources Plan will also address the well being, development, and diversity of all employees. It will be guided by a philosophy of staffing and staff development that values each individual's contributions, welcomes and encourages richness and creativity of a diverse faculty, staff, administration, and board, and responds to employee needs.

We need to:

- build appropriate staff development, training, and recognition for employees while supporting changing demographics of our employee population;
- develop campus climates that welcome cultural and ethnic diversity;
- work to develop a technology plan for Human Resources with more independent control by employees over their data-employee information systems;
- develop appropriate systems of accountability to reward and encourage high performance;
- explofe alternative staffing plans such as non-traditional work schedules and telecommuting;
- explore employees attitudes toward their work in the light of technological changes; find ways to enrich rather than enlarge jobs.

PART V. Fulfilling Our Vision

Message from the Chancellor

As we prepare this document it is evident that education finds itself in the midst of a tremendous demand for change. Issues of accountability, establishing performance standards, and increasing access within strict financial restraints are forcing us to examine many of our fundamental methods of operating. Still, we could chose to remain with what is comfortable.

Our current operation serves our students well, and with it we have established a well-earned reputation as two of the nation's finest community colleges. However, despite the fact our students typically come to us with a wide variety of backgrounds, interests, abilities, and goals, they all share a common dream of using education to achieve important life goals which most would not have considered possible at other points in their lives.

Because, invariably our students dreams have broken the boundary of what they thought was possible, we too must transcend the boundaries of what we think is institutionally possible to help achieve our students' dreams. Therefore, like our students, we should refuse to accept limits on our potential; we should strive for the improbable; we must not allow current realities to limit our boundless dreams. Our master plan must make this transformation possible. We dedicate our master planning efforts to turning these dreams into reality.

—Leo Chavez

Priorities, Goals and Strategies

To prepare for our future and to respond creatively and effectively to the revolutionary changes of a new environment we will commit ourselves to these goals:

To Preserve:

- Our Reputation for Excellence
- Our Human Resources
- Our Physical Resources
- Our Fiscal Resources

To Advance:

- Student Access
- Student Success

We will utilize the following Strategies for the achievement of our Goals:

1. To create and protect an environment which encourages the free exchange of diverse ideas, opinions, and inquiries.
2. To review and distribute programs and services to maximize our available resources.
3. To develop effective systems for accountability of programs and services.
4. To create a balanced resource allocation policy which ties decisions to master plan goals and strategies.
5. To preserve, renovate and improve our physical plant so that our environment is safe, conducive to learning and accommodates future demands.
6. To continue to attract, retain, support, and reward outstanding employees.
7. To demonstrate national leadership in the improvement of student performance.
8. To maintain currency in curriculum and in the appropriate use of modern instructional delivery methods.
9. To continue to refine our instructional programs and student services to ensure that our diverse population will achieve their educational goals.
10. To become a truly student-centered institution.

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Chancellor

Leo E. Chavez

President, De Anza

Martha J. Kanter

President, Foothill

Bernadine Chuck Fong

Board of Trustees

Paul Fong

Edward "Sandy" Hay

Mary Mason

Judy Moss

Dolores Sandoval

Gagan Bhatt, *De Anza College Student Trustee*

Malcolm Harvey, *Foothill College Student Trustee*